

Summerfields Primary School

Our Ultimate End Goal:

For all of our children to have a positive lifelong passion for being active and leading a healthy life as well as understanding the positive relationship between physical activity and mental health. By the end of their time at Summerfields Primary School, our Year 6 children will have developed an increasing level of fundamental skills, development and fitness. We hope they will continue to build on their past experiences and go on to incorporate new experiences, ensuring that every child is challenged to be on track to reach their full physical potential.

Adults will strive to ensure that each child can achieve and have experiences that will enable them to be the best they can be. We want our children to develop a love of PE by accessing a varied and rich diet of different activities where fundamental skills are linked throughout. We want them to succeed and excel in competitive and physically demanding activities but ensure that good sportsmanship is promoted by connecting with our school values (Achieve, Belong and Care). From a young age, children will understand the importance of health and the benefits that eating healthy foods and exercise can have on their body. By the time they leave us we aim for the children to be able to swim at least 25 metres as well as to be able to use a range of effective strokes and perform safe self – rescue in different water based situations.

PE Curriculum Overview

Curriculum Coverage (NC)		
What are the most basic requirements from the National Curriculum?		
EYFS	KS1	KS2
<ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space, adjusts speed and changes direction to avoid obstacles. Travels with confidence and skill around and under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing patting, throwing, catching or kicking it. <p>Early Learning Goal Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils to be taught to:</p> <ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co – ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. 	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupil should be taught to:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team. Compare their performances with previous ones and demonstrate improvement to achieve their personal best

A note about the pedagogy (if required):

My Curriculum Map

2023/2024

	TERM 1		TERM 2		TERM 3	
Nursery	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reception	Fundamentals : Unit 1	Gymnastics : Unit 1	Dance : Unit 1 Antelope-Late move	Ball Skills : Unit 1	Games : Unit 1	Games : Unit 2 Sports Day activities
Year 1	Fundamentals Gymnastics	Fitness Dance	Ball Skills Yoga	Sending and Receiving Net and Wall Games	Team Building Striking and Fielding Games	Target Games Invasion Games
Year 2	Fundamentals Gymnastics	Dance Fitness	Ball Skills Yoga	Sending and Receiving Net and Wall Games	Team Building Striking and Fielding Games	Target Games Invasion Games
Year 3	Fundamentals Y3/4 Rounders	Dodgeball Dance	Hockey Gymnastics	Football Cricket	Athletics Handball	OAA Fitness
Year 4	Tag Rugby Rounders	Basketball Dance	Ball Skills Y3/4 Netball	Cricket Handball	Athletics Gymnastics	Tennis OAA
Year 5	Tag Rugby Rounders	Dodgeball Street Dance -own unit	Hockey Gymnastics	Football Yoga	Athletics Golf	OAA Fitness
Year 6	Tag Rugby Rounders	Basketball Dance	Netball Gymnastics	Badminton Y5/6 Cricket	Athletics Swimming	Fitness Swimming

Procedural Knowledge – What skills do we want our pupils to have to support

FUNDAMENTALS in YrR / Yr1 / Yr2 / Yr3





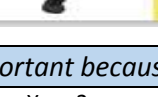
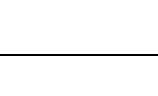


How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Fundamentals Progression Ladder




Skills	Year	Knowledge
<p>Running: change direction with a fluent action. Transition smoothly between varying speeds. Balancing: show fluency and control when travelling, landing, stopping and changing direction. Jumping and hopping: demonstrate good technique when jumping and hopping for distance and height. Fluently link jumps together. Skipping: consistently show a range of skills when skipping in a rope.</p> 	Year 6	<p>Running: know that running develops stamina and speed and both can be improved by training over time. Understand that agility requires speed, strength, good balance and co-ordination. Balancing: know that balance underpins many skills in PE and everyday life and this feels different in different situations. Jumping and hopping: understand when to jump for height or jump for distance in different activities and what to do to achieve this. Skipping: understand that skipping helps to develop co-ordination, stamina and balance.</p> 
<p>Running: demonstrate improved body posture and balance when changing direction. Accelerate and decelerate appropriately for the situation. Balancing: consistently demonstrate good balance when performing other fundamental skills. Jumping and hopping: demonstrate good technique and co-ordination when linking jumps. Skipping: show a range of skills when skipping in a rope.</p> 	Year 5	<p>Running: understand that to change direction, I push off my outside foot and turn my hips. Balancing: understand that balance is a skill used in many different activities and everyday life. Jumping and hopping: understand that there are different techniques for different situations. Skipping: understand that people will have varying levels of skipping ability and that I can get better with practice.</p> <p><i>all Y5 and Y6 activities</i></p>
<p>Running: change direction quickly under pressure. Demonstrate when and how to accelerate and decelerate. Balancing: demonstrate good balance and control when performing other fundamental skills. Jumping and hopping: link hopping and jumping actions with other fundamental skills. Skipping: consistently skip in a rope.</p> 	Year 4	<p>Running: know that keeping my elbows bent when changing direction will help me to stay balanced. Balancing: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Jumping and hopping: know that swinging my non-hopping foot helps to create momentum. Skipping: understand that keeping my chest up helps me to stay balanced.</p>
<p>Running: change direction. Show an increase and decrease in speed. Balancing: demonstrate balance when performing other fundamental skills. Jumping and hopping: link jumping and hopping actions. Skipping: jump and turn a skipping rope.</p> 	Year 3	<p>Running: understand that leaning slightly forwards helps to increase speed (acceleration). Leaning my body in the opposite direction to travel helps to slow down (deceleration). Understand how agility helps us with everyday tasks. Balancing: understand how balance helps us with everyday tasks. Jumping and hopping: know that if I jump and land in quick succession, momentum will help me to jump further. Skipping: understand that I should turn the rope from my wrists with wide hands to create a gap to step through.</p>
<p>Running: demonstrate balance when changing direction. Clearly show different speeds when running. Balancing: demonstrate balance when performing movements. Jumping: demonstrate jumping for distance, height and in different directions. Hopping: demonstrate hopping for distance, height and in different directions. Skipping: explore single and double bounce when jumping in a rope.</p> 	Year 2	<p>Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further. Hopping: know that if I look straight ahead it will stop me falling over when I land. Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.</p>
<p>Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely. Jumping: demonstrate control in take off and landing when jumping. Hopping: begin to explore hopping in different directions. Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.</p> 	Year 1	<p>Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster. Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance. Jumping: know that landing on the balls of my feet helps me to land with control. Hopping: know that I should hop with a soft bent knee. Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.</p> 
<p>Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action.</p>	EYFS	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely. Hopping: understand that I use one foot to hop. Skipping: know that if I hop then step that will help me to skip.</p>

What key vocabulary will our sportsmen need? *Vocabulary is important because it embodies and communicates concepts.*


EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
balance	bend	crawl	dodge	jog	sprint	weight
direction	fast	jump	skip	swing	take off	hurdle
hop	land	run rules	ready position	speed	agility	co-ordination
safely	slide	space			control	rhythm
slow	stop	travel			technique	
					momentum	stability
					accelerate	decelerate
					react	---

Procedural Knowledge – What skills do we want our pupils to have to support **GYMNASTICS in ALL year groups**
 How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?
 What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?



Gymnastics Progression Ladder







Skills		Knowledge
<p>Shapes: combine and perform gymnastic shapes more fluently and effectively. Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand Balances: explore counter balance and counter tension. Rolls: develop fluency and consistency in the straddle, forward and backward roll. Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.</p>	Year 6	<p>Shapes: know which shapes to use for each skill. Inverted movements: understand that spreading my weight across a base of support will help me to balance. Balances: know where and when to apply force to maintain control and balance. Rolls: understand that I can use momentum to help me to roll and where that momentum comes from. Jumps: understand that taking off from two feet will give me more height and therefore more time in the air. Strategy: know that if I use changes in formation it will help to make my sequence look interesting.</p>
<p>Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p>	Year 5	<p>Shapes: understand that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: understand how to use contrasting balances to make my sequences look interesting. Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p>
<p>Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control. Jumps: develop control in performing and landing rotation jumps.</p>	Year 4	<p>Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances. Rolls: understand that I can keep the shape of my roll using body tension. Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees. Strategy: know that if I use different directions it will help to make my sequence look interesting.</p>
<p>Shapes: explore matching and contrasting shapes. Balances: explore point and patch balances and transition smoothly into and out of them. Rolls: develop the straight, barrel, and forward roll. Jumps: develop stepping into shape jumps with control.</p>	Year 3	<p>Shapes: understand how to use body tension to make my shapes look better. Balances: understand that I can make my balances look interesting by using different levels. Rolls: understand the safety considerations when performing more difficult rolls. Jumps: understand that I can change the take off and shape of my jumps to make them look interesting. Strategy: know that if I use different levels it will help to make my sequence look interesting.</p>
<p>Shapes: explore using shapes in different gymnastic balances. Balances: remember, repeat and link combinations of gymnastic balances. Rolls: explore barrel, straight and forward roll and put into sequence work. Jumps: explore shape jumps and take off combinations.</p>	Year 2	<p>Shapes: know that some shapes link well together. Balances: understand that squeezing my muscles helps me to balance. Rolls: understand that there are different teaching points for different rolls. Jumps: understand that looking forward will help me to land with control. Strategy: know that if I use shapes that link well together it will help my sequence to flow.</p>
<p>Shapes: explore basic shapes straight, tuck, straddle, pike. Balances: perform balances making my body tense, stretched and curved. Rolls: explore barrel, straight and forward roll progressions. Jumps: explore shape jumps including jumping off low apparatus.</p>	Year 1	<p>Shapes: understand that I can improve my shapes by extending parts of my body. Balances: know that balances should be held for 5 seconds. Rolls: know that I can use different shapes to roll. Jumps: know that landing on the balls of my feet helps me to land with control. Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.</p>
<p>Shapes: show contrast with my body including wide/narrow, straight/curved. Balances: explore shapes in stillness using different parts of my body. Rolls: explore rocking and rolling. Jumps: explore jumping safely.</p>	EYFS	<p>Shapes: understand that I can make different shapes with my body. Balances: know that I should be still when holding a balance. Rolls: know that I can change my body shape to help me to roll. Jumps: know that bending my knees will help me to land safely. Strategy: know that if I hold a shape and count to five people will see it clearly.</p>

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
around	action	link	body tension	bridge	decide	Aesthetics
balance	control	pathway	contrast	inverted	extension	vault
bend	direction	sequence	extend	fluidly	observe	contrasting
hold	level	straddle	patch	shoulder stand	quality	competent
copy	speed	tuck	point	momentum	transition	counter balance
rock		pike	landing position	rotation	asymmetrical	engage
land				stability	symmetrical	flight formation
over				stability		structure
shape						execution
roll						handstand
star						refine
squeeze						
through						
still						
straight						
travel						

Procedural Knowledge – What skills do we want our pupils to have to support **DANCE in ALL year groups**
 How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?
 What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Skills		Dance Progression Ladder		Knowledge	
<p>Actions: show controlled movements which express emotion and feeling. Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group. Space and relationships: use a variety of compositional principles when creating my own dances. Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.</p>		Year 6	<p>Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent. Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea. Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea. Performance: understand how a leader can ensure our dance group performs together. Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.</p>		
<p>Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p>		Year 5	<p>Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p>		
<p>Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p>		Year 4	<p>Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time. Strategy: know that I can select from a range of dance techniques to translate my idea.</p>		
<p>Actions: create actions in response to a stimulus individually and in groups. Dynamics: use dynamics effectively to express an idea. Space: use direction to transition between formations. Relationships: develop an understanding of formations. Performance: perform short, self-choreographed phrases showing an awareness of timing.</p>		Year 3	<p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance. Dynamics: understand that all actions can be performed differently to help to show effect. Space: understand that I can use space to help my dance to flow. Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics. Performance: understand that I can use timing techniques such as canon and unison to create effect. Strategy: know that if I show sensitivity to the music, my performance will look more complete.</p>		
<p>Actions: accurately remember, repeat and link actions to express an idea. Dynamics: develop an understanding of dynamics. Space: develop the use of pathways and travelling actions to include levels. Relationships: explore working with a partner using unison, matching and mirroring. Performance: develop the use of facial expressions in my performance.</p>		Year 2	<p>Actions: know that sequencing actions in a particular order will help me to tell the story of my dance. Dynamics: understand that I can change the way I perform actions to show an idea. Space: know that I can use different directions, pathways and levels in my dance. Relationships: know that using counts of 8 will help me to stay in time with my partner and the music. Performance: know that using facial expressions helps to show the mood of my dance. Strategy: know that if I practice my dance my performance will improve.</p>		
<p>Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience.</p>		Year 1	<p>Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.</p>		
<p>Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.</p>		EYFS	<p>Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p>		

What key vocabulary will our sportsmen need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6									
action shape counts finish	direction space slowly position	high low quickly start	move travel position	balance level beat pathway	copy pose fast timing	dynamics perform expression speed	matching unison mirroring create	canon extend formation	explore feedback interact	action and reaction phrase rhythm represent	order flow performance structure	choreograph collaboratively quality posture	genre motif choreography transition	Aesthetic mood rehearse refine	freeze inspiration express stimulus

Procedural Knowledge – What skills do we want our pupils to have to support **BALL SKILLS**

in YR R/1/2 /4 year groups

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?



Sending: show good and consistency under game situations.
Catching: demonstrate game situations.
Tracking: demonstrate
Dribbling: dribble cone pressure.

Sending: demonstrate
Catching: demonstrate
Tracking: demonstrate
Dribbling: dribble with

All Y5 & 6 Games U

Sending: accurately u
Catching: catch, diffe
 two hands.
Tracking: consistently
Dribbling: dribble a b

Sending: send a ball v
Catching: catch a ran
Tracking: track a ball
Dribbling: dribble a b

Sending: roll, throw a
Catching: develop ca
 a bounce.
Tracking: consistently
Dribbling: explore dr

Sending: roll and thro
Catching: begin to ca
Tracking: track a ball
Dribbling: explore dr

Sending: explore seni
Catching: explore cat
Tracking: explore sto
Dribbling: explore dr

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*


EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
dribbling bounce partner roll target	catch hit points run score	ball kick ready score throw	soft track control ready position	swing underarm	collect receive touch	release prepare	Power technique personal best	possession block accurate	cushion react decision pressure momentum		

Procedural Knowledge – What skills do we want our pupils to have to support **FITNESS in YR1/2 /3/5/6 year groups**
 How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?
 What knowledge do we want to emphasize? How will knowledge be built on what went before and prepare our children for what is coming next?

Skills

Fitness Progression Ladder






<p>Agility: change direction with a fluent action and transition smoothly between varying speeds. Balance: show fluency and control when travelling, landing, stopping and changing direction. Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge. Speed: adapt running technique to meet the needs of the distance. Strength: complete body weight exercises for increased repetitions with control and fluency. Stamina: use my breath to increase my ability to move for sustained periods of time.</p>	Year 6	<p>Agility: understand that agility requires speed, strength, good balance and co-ordination. Balance: know where and when to apply force to maintain control and balance. Co-ordination: understand that co-ordination also requires good balance and know how to achieve this. Speed: know that speed can be improved by training and know which speed to select for the distance. Strength: understand that I can build up my strength by practicing in my own time. Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.</p>	
<p>Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time.</p>	Year 5	<p>Agility: understand that to change direction I push off my outside foot and turn my hips. Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice. Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Strength: know the muscles I am using by name. Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p>	
<p>Agility: show balance when changing direction at speed. Balance: show control whilst completing activities which challenge balance. Co-ordination: explore increased speed when co-ordinating my body. Speed: demonstrate improved sprinting technique. Strength: develop building strength in different muscle groups. Stamina: demonstrate using my breath to maintain my work rate.</p>	Year 4	<p>Agility: know that keeping my elbows bent when changing direction will help me to stay balanced. Balance: understand that I need to squeeze different muscles to help me to stay balanced in different activities. Co-ordination: understand that if I begin in a ready position I can react quicker. Speed: understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Strength: understand that strength comes from different muscles and know how I can improve my strength. Stamina: understand that I need to pace myself when running further or for a long period of time.</p>	
<p>Agility: show balance when changing direction. Balance: explore more complex activities which challenge balance. Co-ordination: co-ordinate my body with increased consistency in a variety of activities. Speed: explore sprinting technique. Strength: explore building strength in different muscle groups. Stamina: explore using my breath to increase my ability to work for longer periods of time.</p>	Year 3	<p>Agility: understand how agility helps us with everyday tasks. Balance: understand how balance helps us with everyday tasks. Co-ordination: understand how co-ordination helps us with everyday tasks. Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe. Stamina: understand how stamina helps us in other life activities.</p>	
<p>Agility: demonstrate improved technique when changing direction on the move. Balance: demonstrate increased balance whilst travelling along and over equipment. Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment. Speed: demonstrate running at different speeds. Strength: demonstrate increased control in body weight exercises. Stamina: show an ability to work for longer periods of time.</p>	Year 2	<p>Agility: know using small quick steps helps me to change direction. Balance: understand that I can squeeze my muscles to help me to balance. Co-ordination: understand that some skills require me to move body parts at different times such as skipping. Speed: know that I take shorter steps to jog and bigger steps to run. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Stamina: know that I need to run slower if running for a long period of time.</p>	
<p>Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel.</p>	Year 1	<p>Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger. Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.</p>	
<p>Agility: explore changing direction safely. Balance: explore balancing whilst stationary and on the move. Co-ordination: explore moving different body parts together. Speed: explore moving and stopping with control. Strength: explore taking weight on different body parts. Stamina: explore moving for extended periods of time.</p>	EYFS	<p>Agility: know that moving into space away from others helps to keep me safe. Balance: know that I can hold my arms out to help me to balance. Co-ordination: know that moving my arms and legs at the same time helps me to walk, run and jump. Speed: know that I use big steps to run and small steps to stop. Strength: understand that I can hold my weight on different parts of my body. Stamina: understand that moving for a long time can make me feel tired.</p>	

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS			Year 1			Year 2		Year 3		Year 4		Year 5		Year 6	
balance	bend	hold	active	brain	breathing	sprint		Agility	technique	record	accelerate	drive	consistent	analyse	engage
fast	copy	jump	calm	exercise	healthy	speed		co-ordination	control	decelerate	react	motivate	measure	calves	rhythm
run	safely	hop	heart	memory	mood	steady		progress	stamina	static	dynamic	persevere	power	abdominals	quadriceps
slow	space	still	muscles	strong	bones	time	tired	strength				stable			
stop	squeeze	travel	quick												

Procedural Knowledge – What skills do we want our pupils to have to support **Invasion Games** in YR1/2 /3/4/5/6 year groups
 How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?
 What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Skills		Invasion Games Progression Ladder (invasion, handball, netball, basketball, football, tug rugby and hockey)		Knowledge	
	<p>Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.</p> <p>Dribbling: dribble consistently using a range of techniques with increasing control under pressure.</p> <p>Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.</p> <p>Attacking: confidently change direction to lose an opponent.</p> <p>Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.</p>	Year 6	<p>Sending & receiving: understand and make quick decisions about when, how and who to pass to.</p> <p>Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.</p> <p>Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.</p> <p>Tactics: know how to create and apply a tactic for a specific situation or outcome.</p> <p>Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.</p>		
	<p>Sending & receiving: develop control when s&r under pressure.</p> <p>Dribbling: dribble with some control under pressure.</p> <p>Space: explore moving to create space for themselves and others in their team.</p> <p>Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed.</p> <p>Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p>	Year 5	<p>Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control.</p> <p>Dribbling: know that dribbling in different directions will help to lose a defender.</p> <p>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p>		
	<p>Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p>Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control.</p> <p>Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p>	Year 4	<p>Sending & receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>		
	<p>Sending & receiving: explore s&r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games.</p> <p>Defending: develop tracking opponents to limit their scoring opportunities.</p>	Year 3	<p>Sending & receiving: know that pointing my hand/foecstick to my target on release will help me to send a ball accurately.</p> <p>Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.</p> <p>Space: know that by spreading out as a team we move the defenders away from each other.</p> <p>Attacking and defending: know my role as an attacker and defender.</p> <p>Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.</p> <p>Rules: know the rules of the game and begin to apply them.</p>		
	<p>Sending & receiving: developing s&r with increased control.</p> <p>Dribbling: explore dribbling with hands and feet with increasing control on the move.</p> <p>Space: explore moving into space away from others.</p> <p>Attacking: developing moving into space away from defenders.</p> <p>Defending: explore staying close to other players to try and stop them getting the ball.</p>	Year 2	<p>Sending & receiving: know to control the ball before sending it.</p> <p>Dribbling: know that keeping my head up will help me to know where defenders are.</p> <p>Space: know that moving into space away from defenders helps me to pass and receive a ball.</p> <p>Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.</p> <p>Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.</p> <p>Tactics: understand and apply simple tactics for attack and defence.</p> <p>Rules: know how to score points and follow simple rules.</p>		
	<p>Sending & receiving: explore s&r with hands and feet to a partner.</p> <p>Dribbling: explore dribbling with hands and feet.</p> <p>Space: recognise good space when playing games.</p> <p>Attacking: explore changing direction to move away from a partner.</p> <p>Defending: explore tracking and moving to stay with a partner.</p>	Year 1	<p>Sending & receiving: know to look at my partner before sending the ball.</p> <p>Dribbling: know that moving with a ball is called dribbling.</p> <p>Space: understand that being in a good space helps us to pass the ball.</p> <p>Attacking: know that being able to move away from a partner helps my team to pass me the ball.</p> <p>Defending: know that staying with a partner makes it more difficult for them to receive the ball.</p> <p>Tactics: know that tactics can help us when playing games.</p> <p>Rules: know that rules help us to play fairly.</p>		
<p>Sending & receiving: explore s&r with hands and feet using a variety of equipment.</p> <p>Dribbling: explore trapping and catching with two hands and moving a ball with their feet.</p> <p>Space: recognise their own space.</p> <p>Attacking & defending: explore changing direction and tagging games.</p>	EYFS	<p>Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.</p> <p>Dribbling: know that keeping the ball close will help with control.</p> <p>Space: know that being in a space gives me room to play.</p> <p>Attacking & defending: know that there are different roles in games.</p> <p>Tactics: make simple decisions in response to a task.</p> <p>Rules: know that rules help us to stay safe.</p>			

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
space kick throw catch	attacker	goalkeeper defend	accurate communicate	decision limit deny	angle close down drive	consecutive ball side
run stop direction	goal	possession tactic	intercept invasion offside	pressure delay gain	situation ball carrier create	consistently turnover
path bounce dribble	mark	opponent send	tackle opposition pitch	protect obstruct option	sportsmanship barrier	dictate transition
score points partner	defender	receive teammate	court receiver referee	cushion opposing	dominant maintain support	contest draw abide
jump land rules aim lose	dodge	attack shoot	teamwork tournament control	momentum supporting	rebound situation sportsmanship	appropriate assess
win pass team safely			umpire onside technique	accelerate	stance rebound stance	

Procedural Knowledge – What skills do we want our pupils to have to support **NET AND WALL GAMES** in YR1/2 /4/6 year groups
 How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?
 What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?



Shots: demonstrate incor
Serving: serve accurate
Rallying: successfully ap
Footwork: demonstrate
 game I am playing.

Shots: develop the rang
Serving: develop the ra
Rallying: use a variety o
Footwork: demonstrati

Shots: demonstrate techn
 execute this competitively
Rallying: develop rallying
Footwork: begin to use a

Shots: explore returning
Rallying: explore rallying
Footwork: consistently u

Hitting: develop hitting a
Feeding: accurately unde
Rallying: explore underai
Footwork: consistently u

Hitting: explore hitting a
Feeding: throw a ball ove
Rallying: explore sending
Footwork: use the ready

Hitting: explore hitting a
Feeding and rallying: ex
Footwork: explore chang

Ball Skills Units 1 & 2

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
safely catch points	net	against	backhand court	alternate extend	pressure situation dominant	prepare placement
aim lose hit	ready position	defend	forehand rally track	continuous deny	option technique grip	recover opposing limit
space stop direction	track	quickly	competition control	swing contact	sportsmanship non-dominant	stance direct
rules win throw	racket	receive	cooperation tactic	receiver co-operative	adjust baseline readjust	thrust appropriate
run score	underarm	trap	face opponent react	reflect compete	groundstroke serve release	service abide
partner target		return	opposition		create cushion communicate	footwork
					consecutive	

Procedural Knowledge – What skills do we want our pupils to have to support **STRIKING AND FIELDING** in YR1/2 /3 /4/5 /6 year groups
 How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?
 What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?



Striking: strike a bowled ball
Fielding: use a wider range of skills
Throwing: consistently direct
Catching: consistently direct

Striking: explore defensive batting
Fielding: develop overarm and two handed pick up
Throwing: demonstrate consistency
Catching: explore catching consistency in game situations

Striking: develop batting technique
Fielding: develop bowling of the game
Throwing: use overarm
Catching: begin to catch

Striking: begin to strike
Fielding: explore bowling
Throwing: use overarm
Catching: catch with soft hands

Striking: develop striking technique
Fielding: develop tracking
Throwing: develop co-ordination
Catching: catch with two hands

Striking: explore striking technique
Fielding: develop tracking
Throwing: explore technique

Catching: develop co-ordination
Striking: explore sending a ball
Fielding: explore tracking
Throwing and catching: use equipment

Games Unit 1 & 2

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*


EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
pass space catch score	batter bowler hit	Backstop runs	accuracy grip run out	decision pressure	close catch	abide consecutive
jump aim team throw	ready position batting	stump collect	strike tournament	limit cushion	long barrier stance	assess appropriate
run points land lose	fielder overarm track	teammate	wicket caught out	momentum retrieve	deep catch situation	consistency collaborate
safely stop direction	bowl fielding out	tactics	no ball short barrier	compete	backing up	
partner rules win	underarm		technique umpire			

Procedural Knowledge – What skills do we want our pupils to have to support **TARGET GAMES** in YR1/2 /3 /5 year groups

Propositional Knowledge – What key concepts or knowledge will we need?
 What knowledge do we want to emphasise? How will knowledge be built on what went before and


How will these skills build on what went before and help prepare our children for what is coming next?




prepare our children for what is coming next?



Target Games Progression Ladder

(target games, golf and dodgeball)



Skills		Year	Knowledge
<p>Throwing: throw with increasing control under pressure. Catching (dodgeball): catch with increasing control under pressure. Striking: use a variety of striking techniques with control and under pressure.</p>		6	<p>Throwing: know who to throw at and when to throw in order to get opponents out. Catching (dodgeball): know that I need to make quick decisions on if to catch or if to dodge the ball. Striking: know which skill to select for the situation. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of target games whilst playing and officiating.</p>
<p>Throwing: demonstrate clear technique and accuracy when throwing at a target. Catching (dodgeball): demonstrate good technique and consistency in catching skills. Striking: develop a wider range of striking techniques and begin to use them under pressure.</p>		5	<p>Throwing: know to aim low to make it difficult for an opponent to catch. Catching (dodgeball): know to stay towards the back of the court area to give me more time to catch. Striking: know that aligning my body and equipment before striking will help me to be balanced. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of target games whilst playing and officiating.</p>
<p>Throwing: throw with increasing accuracy at a target. Catching (dodgeball): catch with increasing consistency. Striking: strike a ball with increasing consistency.</p>		4	<p>Throwing: know that one handed throws are used for speed and accuracy. Know that keeping my elbow high and stepping with my opposite foot will help to increase the power. Catching (dodgeball): know that moving my feet to a ball and pulling it in to my chest will help me to catch more consistently. Striking: know that using a smooth action will help to increase accuracy. Tactics: know that applying attacking tactics will help me to score points and get opponents out. Know that applying defending tactics will help me to stay in the game. Rules: know and understand the rules to be able to manage our own game.</p>
<p>Throwing: explore throwing at a moving target. Catching (dodgeball): begin to catch whilst on the move. Striking: begin to strike a ball with accuracy and balance.</p>		3	<p>Throwing: know to throw slightly ahead of a moving target. Catching (dodgeball): know that beginning in a ready position will help me to react to the ball. Striking: know that using a bigger swing will give me more power. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. spread out so that we are harder to aim for. Rules: know the rules of the game and begin to apply them.</p>
<p>Throwing overarm: develop co-ordination and technique when throwing overarm towards a target. Throwing underarm: develop co-ordination and technique when throwing underarm towards a target. Striking: develop striking a ball with equipment with some consistency.</p>		2	<p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power. Striking: know to finish with my object/hand pointing at my target. Tactics: understand and apply simple tactics. Rules: know how to score points and follow simple rules.</p>
<p>Throwing overarm: explore technique when throwing overarm towards a target. Throwing underarm: explore technique when throwing underarm towards a target.</p>		1	<p>Throwing: know which type of throw to use for distance and accuracy. Know that my body position will affect the accuracy of my throw. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.</p>
<p>Throwing: explore throwing using a variety of equipment. Catching: explore catching using a variety of equipment.</p> <p>Fundamentals Unit 1 & 2 Games Unit 1 & 2 Ball Skills Unit 1 & 2</p>		EYFS	<p>Throwing: know to point my hand at my target when throwing. Catching: know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
aim	catch	hit	lose	distance	accurate	agility	chip	decision	abide
ready	safely	stop	throw	overarm	opponent	hit out	power	relaxed	assess
ball	caught	jog	partner	underarm	release	caught out	communicate	adjust	trajectory
rules	score	target	win	swing	strike	opposition	technique	support	anticipate
bounce	dribble	jump	points	balance	teammate	tournament			collaborate
run	space	team	further		ahead				appropriate

Procedural Knowledge – What skills do we want our pupils to have to support **YOGA in YR R/1/2 /5 / year groups**

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Balance: link combine
Flexibility: confident
 connected to breath
Strength: explore pos
 control and strength v
Strategy: explore me

Balance: use my brea
Flexibility: develop fl
Strength: demonstr
 between poses
Strategy: explore me

Balance: explore usin
Flexibility: demonstr
Strength: demonstr
Strategy: engage with

Balance: demonstrat
Flexibility: explore pr
Strength: explore arm
Strategy: develop my

Balance: remember, o
Flexibility: show incre
Strength: demonstrat
Strategy: explore cont

Balance: perform bal
Flexibility: explore pi
Strength: explore str
Strategy: recognise n

Balance: explore shapes
Flexibility: explore shap
Strength: explore taking
Strategy: explore my ow

Fundamentals Unit 1

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
balance	copy	fast	slow	Feel	breath	strength	flow	control	gratitude	muscles	quality	collaborate	fluidity		
shape	squeeze	stop	bend	stretch	pose	flexibility	create	mindfulness	wellbeing	inhale	concentrate	expand	salutation		
hold	safely	space	still	focus	listen	choose	perform	relax	notice	practice	transition	engage			
straight								extend	stable	exhale					
								link	lengthen						

Procedural Knowledge – What skills do we want our pupils to have to support **Athletics ALL year groups**

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Athletics Progression Ladder			Get Set 4 Education
Skills	Year	Knowledge	
<p>Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.</p> <p>Jumping: develop power, control and technique in the triple jump.</p> <p>Throwing: develop power, control and technique when throwing discus and shot put.</p>	Year 6	<p>Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.</p> <p>Jumping: understand that a run up builds speed and power and enables me to jump further.</p> <p>Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.</p> <p>Rules: understand and apply rules in events that pose an increased risk.</p>	
<p>Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</p> <p>Jumping: explore technique and rhythm in the triple jump.</p> <p>Throwing: Develop technique and power in javelin and shot put.</p>	Year 5	<p>Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances.</p> <p>Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps.</p> <p>Throwing: know how to transfer my weight in different throws to increase the distance.</p> <p>Rules: understand and apply rules in a variety of events using official equipment.</p>	
<p>Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p>Jumping: develop technique when jumping for distance.</p> <p>Throwing: explore power and technique when throwing for distance in a pull and heave throw.</p>	Year 4	<p>Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power.</p> <p>Jumping: understand that transferring weight will help me to jump further.</p> <p>Throwing: understand that transferring weight will help me to throw further.</p> <p>Rules: know and understand the rules to be able to manage our own events.</p>	
<p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p>	Year 3	<p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if I jump and land quickly it will help me to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the event and begin to apply them.</p>	
<p>Running: develop the sprinting action.</p> <p>Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.</p> <p>Throwing: develop overarm throwing for distance.</p>	Year 2	<p>Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.</p> <p>Jumping: know that swinging my arms forwards will help me to jump further.</p> <p>Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.</p> <p>Rules: know how to follow simple rules when working with others.</p>	
<p>Running: explore running at different speeds.</p> <p>Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance.</p> <p>Throwing: explore throwing for distance and accuracy.</p>	Year 1	<p>Running: understand that if I swing my arms it will help me to run faster.</p> <p>Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further.</p> <p>Throwing: know that stepping forward with my opposite foot to hand will help me to throw further.</p> <p>Rules: know that rules help us to play fairly.</p>	
<p>Running: explore running and stopping safely.</p> <p>Jumping: explore jumping and hopping safely.</p> <p>Throwing: explore throwing to a target.</p>	EYFS	<p>Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.</p> <p>Jumping: know that bending my knees will help me to land safely.</p> <p>Throwing: understand that bigger targets are easier to hit.</p> <p>Rules: know that rules help us to stay safe.</p>	

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6									
Balance	fast	jog	run	walk	time	distance	personal best	relay	stamina	stride	consistent	approach	maximum	pattern	
slow	target	bend	hop	quickly	leap	sprint	accuracy	technique	measure	launch	dominant	force	fling	meet	strategy
land	safe	space	underarm	overarm	height	baton	strength	power	officiate	heave	changeover	momentum	phase	stance	explosive
throw	direction	jump	further	control	landing	speed	event	official	transfer of weight	pace	shot put	track	rhythm	grip	release
rules	safely	stop	control	far aim	take off				official	record	drive	field	discus		


Procedural Knowledge – What skills do we want our pupils to have to support **Swimming in**

YR 6


How will these skills build on what went before and help prepare our children for what is coming next?





Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?



Swimming Progression Ladder



Skills	Year	Knowledge
<p>Strokes: Identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m.</p> <p>Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m.</p> <p>Water safety: perform a variety of survival techniques.</p> 	6	<p>Strokes: understand that making my body streamlined helps me to glide through the water.</p> <p>Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming.</p> <p>Water safety: know which survival technique to use for the situation.</p> <p>Rules: understand that different environments have different rules to keep us safe around water.</p>
<p>Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m.</p> <p>Breathing: explore underwater breaststroke breathing technique over a distance of 25m.</p> <p>Water safety: explore safety techniques to include the H.E.L.P and huddle positions.</p>	5	<p>Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster.</p> <p>Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides.</p> <p>Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers.</p> <p>Rules: understand rules in and around water.</p>
<p>Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: demonstrate improved breathing technique in front crawl.</p> <p>Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.</p>	4	<p>Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water.</p> <p>Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath.</p> <p>Water safety: know what to do if I fall in the water.</p> <p>Rules: understand the water safety rules.</p> 
<p>Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</p> <p>Breathing: begin to explore front crawl breathing technique.</p> <p>Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.</p>	3	<p>Strokes: know that lifting my hips will help me to stay afloat whilst swimming.</p> <p>Breathing: know that turning my head to the side to breathe will allow me to swim with good technique.</p> <p>Water safety: know that treading water enables me to keep upright and in the same space.</p> <p>Rules: know that the water should be clear of swimmers before entering.</p>
<p>Strokes: begin to use arms and legs together, more effectively across the water unaided.</p> <p>Breathing: begin to explore breathing in sync with my kicking action.</p> <p>Water safety: demonstrate an awareness of water safety and float on my front and on my back.</p> 	2	<p>Strokes: understand that moving my arms quickly will help me to pass through the water.</p> <p>Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater.</p> <p>Water safety: understand that floating uses less energy than swimming.</p> <p>Rules: know how to safely enter and exit the pool.</p>
<p>Strokes: can swim over a 10m distance with a buoyancy aid.</p> <p>Breathing: can submerge confidently in the water.</p> <p>Water safety: become aware of water safety and explore floating on my front and back.</p>	1	<p>Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers.</p> <p>Breathing: know that I need to take a big breath before submerging.</p> <p>Water safety: understand that floating can help me to stay safe.</p> <p>Rules: know that walking on poolside helps to keep me safe.</p> 

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Propel buoyant streamline flexed afloat motion conserve

What experience do we want our students to have had?
 What other opportunities will our students have had in PE?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
As a school we will mark and acknowledge national and international sporting events e.g Olympics, Paralympics, World cup etc						
Children will be inspired by a motivated Sports person who will come into school and host workshops for the children to participate in						
All children will get the opportunity to take part in special event days when we focus on being active and leading a healthy life style. Eg- National Fitness Day/Skipping Day/Sports Day/ Olympics Day etc						
All children will get the opportunity to show their sporting achievements in one of our 'Special Assemblies' so that they can inspire other children.						
All children will have the opportunity to participate in small daily bursts of activity with their classmates making them fitter, healthier and more able to concentrate in class						
All children will get the opportunity throughout the year to take part in intra-house competitions- where they compete against other houses within their own classes/year groups.						
All children will have the opportunity to participate in one of our diverse and active afterschool clubs Eg- curling/multiskills/boccia/cycling/scootering/running/cricket etc						
Daily mile. Balance bikes/ outside gym-/hall apparatus to improve gross motor skills			Some children will get the opportunity to participate in the School Games Calendar (Inter-House) Eg- Basketball/Tag Rugby/ Athletics/Cricket/Netball etc Some children will get the opportunity to participate in Sporting festivals organised by the SGO's (Inter house) Some children will get the opportunity to participate in the Island PEACH games day. (inter house)			
						Yr 6 children will go to Medina High School for a whole Island sports fun day as part of their Transition